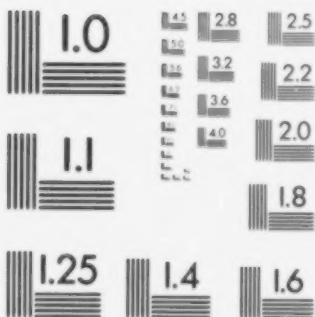
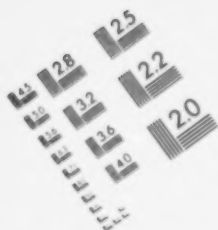
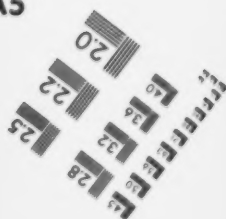




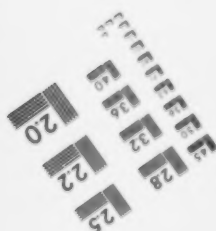
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ABSTRACT

The School Within A School (SWAS) Program is designed to help low-achieving high school students improve their academic achievement. This evaluation examined five program aspects: implementation; achievement; self concept; perceptions of students, teachers, coordinators and principals; and student attendance. Student team learning and individual instruction were of particular interest for this evaluation because these two types of classroom learning activities were emphasized as part of the SWAS philosophy and teaching focus. Individualized instruction was a learning activity for 35% of the observed classroom time. Student team learning was used 11% of the observed classroom time. Teachers frequently did not complete the full sequence of student team learning activities during one class period, i.e., presentation to the entire class, work in student groups, and a quiz. For the most part, students were attentive to learning activities and discipline interruptions were low. The SWAS students had higher scores than the comparison students on the Tests of Achievement and Proficiency reading test. Students were generally positive about the program. They particularly liked the personal attention from teachers and the small class size. The SWAS program appears to have helped them develop a better outlook on the learning process and helped them make some progress towards overcoming their academic deficiencies. Recommendations for improving the program are listed. Appendices provide the SWAS philosophy, student comments, teacher comments, comments from teacher interviews, analysis of covariance summaries, and correlated T-Test summaries. Two graphs and 11 tables are included. (PS)

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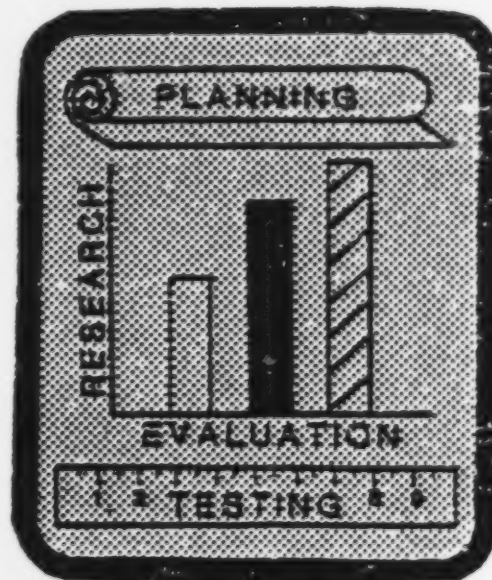
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August, 1985



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EVALUATION OF THE SCHOOL WITHIN A SCHOOL
1984-85

Joyce W. Way
Coordinator of Evaluation

August 1985

The School District of Kansas City, Missouri
Department of Planning, Research, Evaluation and Testing
Evaluation Office

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EXECUTIVE SUMMARY

The School Within A School (SWAS) Program is a special program for low achieving students which is designed to improve their academic achievement. This evaluation examined five program aspects: implementation, achievement, self concept, perceptions of students, teachers, coordinators and principals, and, finally, student attendance.

Classroom observations were used to document implementation at SWAS schools. Student team learning and individual instruction were of particular interest for this evaluation because these two types of classroom learning activities were emphasized as part of the SWAS philosophy and teaching focus.

Individualized instruction was a learning activity for 35% of the observed classroom time. However, the individualized instruction was not designed for the most part to meet each student's individual educational needs, but tended to be the same assignment for the entire class to work on individually. The danger with this arrangement is that the class assignment may be too easy for some students and too difficult for others. This arrangement also tended to affect the learning climate in a classroom negatively. Some students would finish the class assignment earlier than other students and had nothing to do. The result was that students' attention to their work dropped and discipline interruptions increased in the classroom.

Student team learning was used 11% of the observed classroom time. Teachers frequently did not complete the full sequence of student team learning activities during one class period, i.e., presentation to the entire class, work in student groups, and a quiz. Although all but two teachers indicated that they used student team learning in their classrooms sometime during this past year, many of them felt that student team learning was difficult to imple-

ment. Teachers said that they knew about the techniques of using student team learning but some modeling of student team learning in classrooms would help them feel more comfortable using the technique. Students generally thought working in student teams was a good way to learn.

Two types of reading arrangements were used at SWAS schools. Two of the SWAS sites had regularly scheduled reading classes ("Regular Reading"). At the other three schools, small groups of students were either pulled from their scheduled SWAS classes for reading or the reading teacher worked on reading with small groups of students in one of the other SWAS classrooms ("Pullout Reading"). When teachers did not have any students during a scheduled classroom observation, the time was recorded as "Class Didn't Meet." None of the observed time in classrooms using the "Regular Reading" arrangement was classified as "Class Didn't Meet," however, 53% of the observed time in classrooms using the "Pullout Reading" arrangement was classified as "Class Didn't Meet." Reading teachers in schools where the "Pullout Reading" arrangement was used had difficulty getting students to teach. Teachers in the other scheduled SWAS classrooms frequently had a learning activity for the whole class and didn't want some of the students to miss that learning activity for reading. Sometimes the reading teachers joined another SWAS classroom but did not direct a learning activity with part of the class. The reading teacher's role in this setting tended to be teacher's aide to the other SWAS teacher. In short, students in schools using the "Pullout Reading" arrangement frequently did not have reading instruction from the reading teacher. It is recommended that all schools implement regularly scheduled reading classes for SWAS students.

The learning climate in SWAS classrooms was generally positive. For the most part, students were attentive to learning activities and discipline interruptions were low. Some teachers (38%) felt that extremely disruptive students hindered the effectiveness of the SWAS Program in their classrooms.

It will be important for schools to monitor the effect extremely disruptive students are having on SWAS classrooms so the behavior of a few students does not destroy the learning environment for the other SWAS students.

The reading and mathematics achievement scores of SWAS students on the Tests of Achievement and Proficiency (TAP) were compared to the reading and mathematics achievement scores of low achieving students at district high schools not implementing the program. The SWAS students had significantly higher scores than the comparison students on the TAP mathematics test. The SWAS students had higher scores than the comparison students on the TAP reading test, however, the difference was not statistically significant. Although these students have a long way to go in order to overcome their reading and mathematics deficiencies, there is reason to be hopeful about the achievement scores of these students. Reading might show more improvement if students are enrolled in regularly scheduled reading classes and more effort is made to coordinate reading with other subject areas.

The SWAS Program appears to have a positive effect on student self concept as it relates to school. Self concept scores on the school status scale in a self concept instrument improved for SWAS students. Eighty-five percent of the SWAS students thought the SWAS Program had helped them realize that they could do well in school, and over half of them said they felt better about school since they had been in the SWAS Program. However, students' comments on what they disliked about the SWAS Program revealed that SWAS students felt some stigma in being identified as a SWAS student in their school.

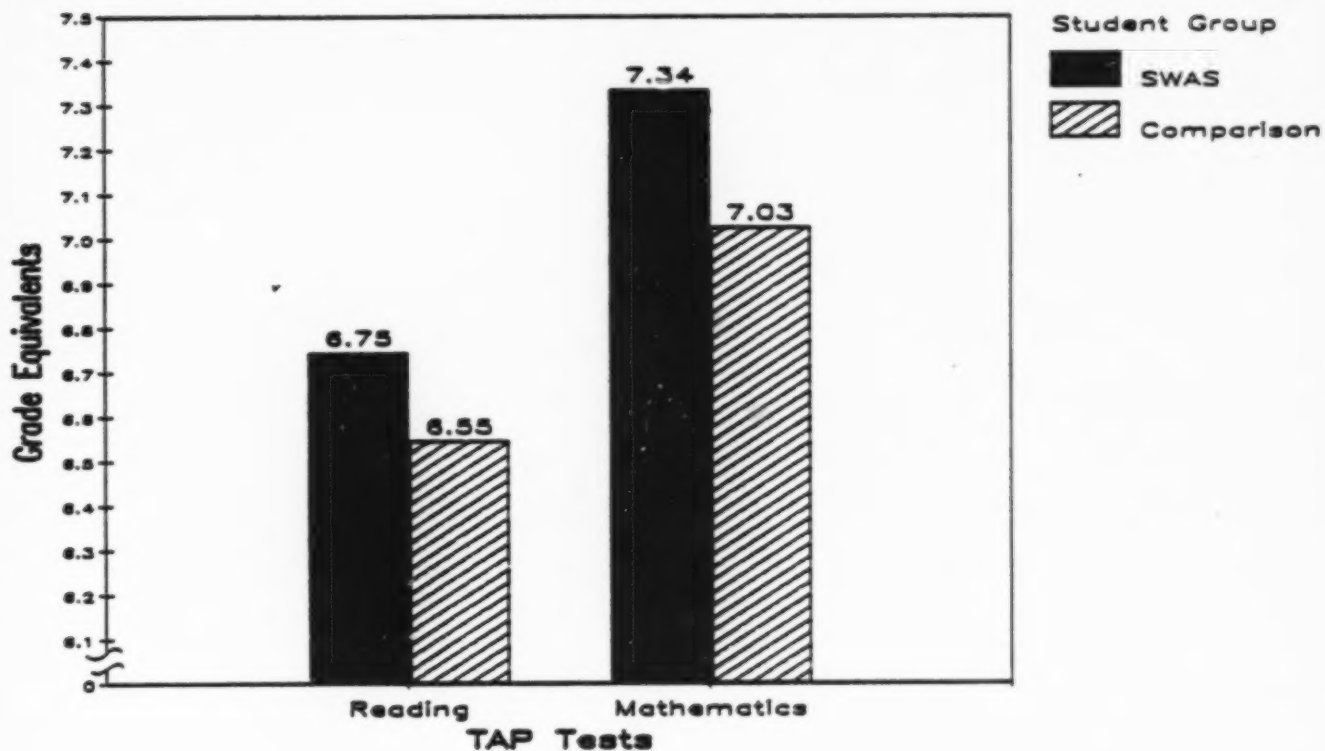
Students were generally positive about the program. They felt the program had helped them improve their skills in the four subject areas of reading, mathematics, social studies and English. When asked what they like most about the SWAS Program, two frequent comments were the personal attention they received from teachers and the small class size.

SWAS teachers were very positive about the SWAS Program as a whole. They had difficulty locating appropriate learning materials for low achieving high school students and this made teaching more difficult. Teachers saw small class size plus student and teacher teaming as the strongest features of the SWAS Program. Teachers felt some frustration because there were so many new teaching strategies to learn. They indicated that it might be better to focus on fewer strategies and learn to do these well. Modeling of new teaching strategies in SWAS classrooms would help teachers see how a strategy works in their particular classrooms.

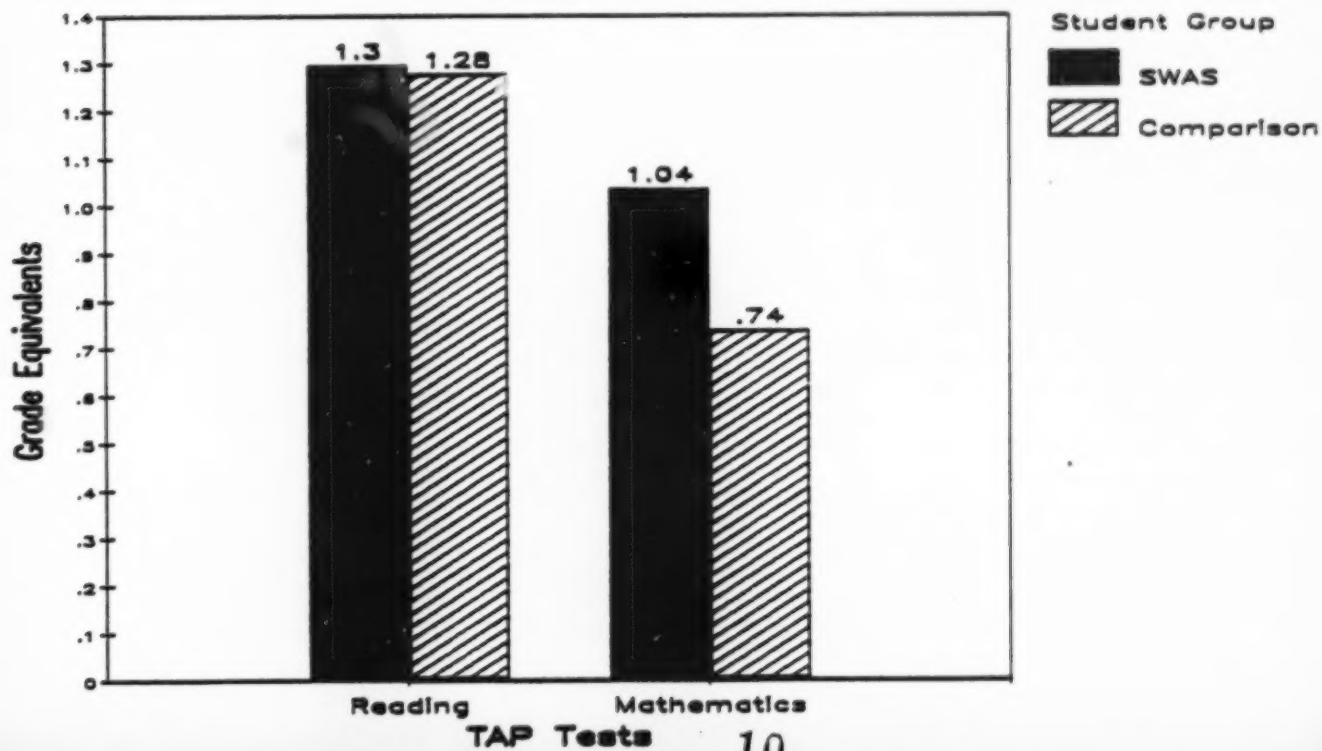
The SWAS students had a higher absence rate this past year as ninth grade SWAS students (absent 13% of the time) than they did in 1983-84 as eighth grade students (absent 10% of the time). On the other hand, the SWAS students had a lower absence rate than the ninth grade comparison students (absent 15% of the time). However, problems related to the attendance data this past year made any conclusions based on these data very tenuous.

The SWAS Program this past year was a grass roots project with strong support at the local school sites. One major problem was the lack of leadership and direction from the Central Administration Office. As a consequence, the SWAS units tended to function as separate programs at each school. This problem was addressed by the Central Administration Office, but not until late in the school year when a Coordinator of Special Projects and a SWAS Resource Teacher were hired. SWAS students still have a long way to go in order to overcome their academic deficiencies in reading and mathematics. However, the SWAS Program appears to have helped them develop a better outlook on the learning process and helped them make some progress towards overcoming their academic deficiencies.

**Mean TAP Grade Equivalent Scores
(Adjusted Scores)**



**Mean TAP Gain Scores
(Adjusted Scores)**



EVALUATION OF THE SCHOOL WITHIN A SCHOOL

1984-85

Introduction

This report is printed on white paper with recommendations for program implementation located on page 32. Supplementary information related to the report are printed on colored paper in appendices at the end of the report.

Program Description

The School Within A School (SWAS) Program is a special program for low achieving students at five senior high schools. The program is designed to improve the academic achievement of students in the program by developing positive self concepts and stronger academic skills.

Although the model varied somewhat among the five schools, the SWAS Program at each school was typically composed of one half-time coordinator, a reading teacher, a mathematics teacher, an English/language arts teacher, and a social studies teacher. The SWAS teachers were expected to work together as a team to enhance learning across the curriculum areas. SWAS classrooms tended to be located together in one section of the school building with class size limited to twenty students.

The five senior high schools implementing the SWAS Program this past year were Central, Northeast, Paseo, Southwest, and Westport. The Paseo SWAS Program was in its third year of implementation and the remaining schools were in their second year of implementation. The program was primarily designed for ninth grade students although several schools had some tenth grade students in the program. These tenth grade students tended to be students who were enrolled in the SWAS Program as ninth graders. At two of the schools (Central and Paseo) SWAS students had regularly scheduled reading classes. At the other

three schools small groups of students were either pulled from their scheduled SWAS classes for reading or the reading teacher worked on reading with small groups of students in one of the other SWAS classrooms. In this report these two types of reading arrangements are referred to as "Regular Reading" and "Pullout Reading."

Evaluation Procedures

The evaluation of the SWAS program was limited to the ninth grade students enrolled in the program and focused on five areas: implementation, achievement, self concept, perceptions, and attendance. The document entitled School Within A School Philosophy 1984-85 was used to determine much of the focus within each of five evaluation areas. A copy of this document can be found in Appendix A.

Implementation

The SWAS Program was monitored throughout the second semester in order to document the degree of implementation. The program was composed of many components, some of which could not be easily monitored or measured, so documentation of the program's degree of implementation was limited to aspects which could be objectively measured. Each of the four subject areas (reading, English/language arts, mathematics, and social studies) was observed ten times at each of the five schools. When a substitute teacher was conducting a class during a scheduled classroom observation, an attempt was made to reschedule the observation when the regular SWAS teacher was conducting the class. The summarized classroom observations only included observations when the regular SWAS teacher was in the classroom. It was assumed that a SWAS class conducted by a substitute teacher would not accurately reflect the program's implementation. However, SWAS classrooms conducted by substitute teachers were recorded separately and observed whenever possible in order to assess the effect of substitute teachers on the implementation of the program.

The amount of time spent on various types of classroom learning and non-learning activities was recorded for each subject area. Student team learning and individual instruction were two types of classroom learning activities that were emphasized as part of the SWAS philosophy and teaching focus in the School Within A School Philosophy 1984-85. These two types of learning activities in addition to other typical classroom learning activities were recorded in the observations.

The School Within A School Philosophy 1984-85 emphasized that a positive learning climate was important to help students learn. Classroom activities must be of interest to students or they will not be motivated to learn. Learning climate was examined by recording students' attending behavior during classroom activities, and by recording the number of discipline interruptions.

SWAS classes were not to exceed 20 students so another aspect of the observations was to record the number of students in observed classrooms. Finally, observers recorded miscellaneous classroom activity which included administrative interruptions during classes, teacher use of incentives for learning, and any unusual behavior.

Achievement

Achievement was measured using the reading and mathematics tests from the Tests of Achievement and Proficiency (TAP). Pretest data were collected early in the fall on these two tests. For the purposes of assessing achievement, a comparison group of low achieving students from the remaining four high schools was used. These data were analyzed using analysis of covariance. Analysis of covariance is a procedure for analyzing data in which students' posttest scores are statistically adjusted using pretest scores before the posttest scores are analyzed for differences between the two groups. This adjustment using pretest scores would make two groups as similar as possible before a program began.

The reading and mathematics achievement data were analyzed two ways. For the first analysis, students' spring (posttest) scores were analyzed using two covariates. For spring reading scores, fall TAP reading scores and verbal scores from the Cognitive Ability Test were used as the two covariates. For spring mathematics scores, fall TAP mathematics scores and quantitative scores from the Cognitive Ability Test were used as the two covariates.

The second analysis examined students' gain scores on these same tests. Students' scores on the fall TAP reading and mathematics tests were subtracted from their spring scores on the corresponding tests to compute reading and mathematics gain scores for each student. These reading and mathematics gain scores were then analyzed using the appropriate tests from the Cognitive Abilities Test as covariates.

Self-Concept

Self Concept was examined in several ways. The Piers-Harris Self Concept Scale was used to measure self concept changes of students participating in the SWAS Program particularly in their school relations. This scale is an 80 item self-report instrument designed to produce a total (general) score plus scores for the following six self concept subscales: (1) Behavior, (2) Intellectual and School Status, (3) Physical Appearance and Attributes, (4) Anxiety, (5) Popularity, and (6) Happiness and Satisfaction. The score on the subscale labeled "Intellectual and School Status" was the only score of interest for this evaluation. Pretest data for the Piers-Harris Self Concept Scale were collected from students participating in the SWAS Program early in the fall and posttest data were collected late in the spring. A correlated t -test was used to analyze these students' scores on the Piers-Harris Self Concept Scale.

It was possible that the Piers-Harris Self Concept Scale might not be sensitive enough to detect subtle attitudes toward school which the SWAS Program had affected. Although less rigorous than the data provided by the

self concept scale, perceptions about student self concept were collected from SWAS teachers and from the SWAS students themselves.

Perceptions

Perception data were collected from SWAS students, SWAS teachers, SWAS coordinators, and principals at SWAS schools. Questionnaires were administered to students and teachers. Teachers were also interviewed in a group setting for input on issues not addressed by the teacher questionnaire. SWAS coordinators and principals at SWAS schools were all interviewed for background information and for their perceptions concerning the SWAS Program. Since SWAS coordinators were also SWAS teachers, their perceptions are included in both the teacher and coordinator data

Attendance

The absence rate of SWAS students during their year of participation in the SWAS Program was compared to their absence rate for the year prior to their participation in the program. The absence rate of the SWAS students was also compared to the absence rate of the comparison students.

Results

Implementation

Time Spent on Various Learning and Nonlearning Activities. Some of the instructional strategies important to the SWAS Program could not be objectively defined and observed by classroom observers. For example, there was no way for observers to objectively determine if SWAS teachers were teaching appropriate vocabulary and concepts for the students in their classrooms. The observations, then, were limited to activities that could be objectively classified. Student team learning and individual instruction were two types of learning activities specifically mentioned in the School Within A School Philosophy 1984-85 so these two learning activities were of special interest in the obser-

uations. Table 1 contains the amount of observed time that was spent on each of the defined activities for all SWAS classes combined and then broken down by subject area. The various activities in this table had the following definitions for the purposes of this evaluation.

Student Team Learning: The teacher organizes the students into teams to study material which was initially presented by the teacher. Students are rewarded based on average team performance on individually administered quizzes. The learning sequence is a whole class presentation, work in student groups, and then a quiz. Teacher lead discussions and teacher presentations which were part of student team learning were classified as Student Team Learning.

Individual Instruction: The teacher assigns work for students to do individually at their own pace.

Teacher Lead Discussion: The teacher presents material to the whole class while constantly drawing students into the presentation by soliciting responses from them.

Teacher Presentation: The teacher presents material to the whole class with little or no interaction with students.

Group Reading: The teacher has students take turns reading aloud to a group of students. Most frequently used with small groups of students and in reading classes.

Film or Filmstrip: The teacher presents material using a film or a filmstrip. The film or filmstrip may be accompanied by teacher lead discussion or teacher presentation, however, the film or filmstrip is the main focus of the learning activity.

Testing: The teacher has students take a test over a unit(s) of material. The test is not a quiz that is part of student team learning.

Preparing for Work: The teacher directs the students to get out their supplies and materials for the class period or for an activity within a class period.

Nonlearning Activity: The teacher has not instructed the students to participate in some learning activity. It does not include time in which students have been directed to work on a learning activity, but are not attending to the assigned learning activity nor does it include time in which students have been instructed to prepare for work. It includes time for any activities not related to learning, e.g., lunch counts or attendance taking.

Class Didn't Meet: The teacher did not have any students during the scheduled classroom observation.

TABLE 1

Percentages of Time Spent on Various Learning Activities
For All SWAS Classes and Broken Down by Class Type

Learning Activities	All SWAS Classes	English Classes	Math Classes	Reading Classes	Soc. St. Classes
Student Team Learning	11%	9%	12%	15%	9%
Individual Instruction	35%	41%	38%	23%	36%
Teacher Lead Discussion	22%	20%	22%	18%	27%
Teacher Presentation	4%	6%	8%	1%	3%
Group Reading	4%	5%	0%	4%	9%
Film/Filmstrip	2%	6%	0%	0%	3%
Test	3%	2%	9%	2%	0%
Preparing for Work	4%	4%	3%	3%	4%
Nonlearning Activity	5%	4%	6%	6%	6%
Class Didn't Meet	10%	4%	2%	29%	4%

Table 1 shows that the largest proportion (35%) of time was spent on Individual Instruction with English classes spending the most time on Individual Instruction and reading classes spending the least time on this activity. However, teachers tended to give the whole class the same assignment to work on individually rather than give each student an assignment designed to meet his/her individual educational needs.

Teacher Lead Discussion was the second most frequent learning activity (22% of the time) and Student Team Learning the third most frequent learning activity (11% of the time). It was also observed that teachers usually did not follow the entire Student Team Learning sequence. For example, teachers frequently had a presentation to the entire class and then had them work in small groups but did not complete the sequence with a quiz. Sometimes teachers started the class period with student group work on material which had been presented to the class the previous day. Few of the observations showed Student Team Learning implemented as it was originally designed. Although only 11% of the observed time was spent on Student Team Learning, all but two teachers indicated on their perceptual questionnaires that they used Student Team Learning in their SWAS classrooms this past year. When students were asked if working in student teams was a good way to learn, 63% indicated that it was, 16% indicated that it was not a good way to learn, and 21% were undecided.

Small proportions of time were spent on the other learning activities, on Preparing for Work, or on Nonlearning Activities. Nonlearning Activities varied considerably but tended to be time at the beginning of a class period before the teacher started a learning activity or at the end of a class period when the teacher had completed a learning activity and students were waiting to change classes. While this was normally a short period of time, there were several observations in which this time was over twenty minutes in length.

Surprisingly, 10% of the observation time was classified as Class Didn't Meet. An examination of the data broken down into subject areas showed that Class Didn't Meet time was concentrated in the reading classes where it accounted for 29% of the observed reading time. As mentioned in the Program Description, there were two types of reading arrangements at SWAS schools referred to in this report as "Regular Reading" and "Pullout Reading." The Class Didn't Meet data were further broken down into these two reading class arrangements. For the "Regular Reading" arrangement, there was no observed time classified as Class Didn't Meet. However, for the "Pullout Reading" arrangement, 53% of the observed time was classified as Class Didn't Meet. These reading teachers had difficulty getting students to teach. Teachers in the other scheduled SWAS classrooms frequently had a learning activity for the whole class and didn't want some of the students to miss that learning activity for reading. Sometimes the reading teacher joined another SWAS classroom, but did not direct a learning activity with part of the class. The reading teacher's role in this setting tended to be teacher's-aide to the other SWAS teacher. The time classified as Class Didn't Meet for the remaining subject areas tended to be time in which students had some other special school activity, e.g., a school assembly.

The classroom observations presented in Table 1 include only those observations in which the regular SWAS teacher was conducting the class. The number of class periods which were scheduled for observation, but were spent with a substitute teacher was recorded. Whenever possible these classrooms were also observed in order to assess the effect of substitute teachers on the implementation of the program. SWAS teachers were absent from their classrooms for 16 of the scheduled observations which represented 7% of these observations. Frequently the SWAS coordinator was able to conduct the class which probably provided for better instruction for these students than a substitute teacher who was not familiar with the program.

Learning Climate. Learning climate was examined by recording students' attending behavior during classroom activities and by recording the number of discipline interruptions. Student attending behavior was classified as (1) most or all students attending, (2) some students not attending, or (3) most students not attending. The attending behavior of SWAS students is presented in Table 2.

All or most students were attending the highest percentage of time (98%) during Group Reading. It should be pointed out that Group Reading as a learning activity was observed only 4% of time and it was not an activity in any of the observed mathematics classes. In addition, Group Reading tended to be used with small groups of students so it was more difficult for students not to attend to the learning activity. Student Team Learning and Teacher Lead Discussion resulted in all or most students attending for 95% and 94% of the time respectively. Testing and Teacher Presentation resulted in all or most students attending for 88% and 86% of the time respectively. Student attention began to diminish for the remaining activities with all or most of the students attending for 76% of the time during Individual Instruction and 70% of the time during a Film or Filmstrip. Although Individual Instruction was considered an important instructional strategy for SWAS teachers, SWAS students had some difficulty attending during this type of instruction. As already mentioned, teachers tended to give the whole class the same assignment to work on individually rather than give each student an assignment designed to meet his/her individual educational needs. As a consequence, some students finished the class assignment earlier than other students and had nothing to work on. Attending behavior for the class deteriorated as students completed assignments.

The number of times a teacher had to interrupt an activity to discipline students was recorded. Table 3 shows the number of discipline interruptions

TABLE 2

Attending Behavior of SWAS Students During Observed Learning Activities
For All SWAS Students

Learn Activities	Most or All Students Attending	Some Students Attending	Most Students Not Attending
Student Team Learning	95%	5%	1%
Individual Instruction	76%	18%	5%
Teacher Lead Discussion	94%	5%	1%
Teacher Presentation	86%	13%	1%
Group Reading	98%	3%	0%
Film/Filmstrip	70%	28%	1%
Test	88%	11%	1%
Preparing for Work	68%	26%	6%
Nonlearning Activity	50%	11%	39%

TABLE 3

Number Discipline Episodes Per Class Period

Learning Activities	Number of Discipline Episodes
Student Team Learning	2.8
Individual Instruction	4.3
Teacher Lead Discussion	3.5
Teacher Presentation	6.1
Group Reading	2.9
Film/Filmstrip	.4
Test	2.5
Preparing for Work	8.8
Nonlearning Activity	5.3

for each 55 minutes of classroom observation time. It can be seen from this table that the fewest number of discipline interruptions per class period occurred for the following learning activities: Film/Filmstrip, Testing, Student Team Learning, and Group Reading. The highest number of discipline interruptions per class period occurred during the activities classified as Preparing For Work, Teacher Presentation, and Nonlearning Activity. Preparing For Work had the highest number of discipline interruption which is understandable since this time was generally at the beginning of the class period and teachers were trying to settle students down after a change in classes. Nonlearning Activity was not only a waste of learning time for students but students tended to become very inattentive and teachers had to discipline more frequently during this activity. It may have been more difficult to get students' attention again when the teacher was ready for a learning activity. In short the lack of attention and the high number of discipline interruptions during a nonlearning activity probably affected the learning climate for learning activities in a negative way.

When teachers were asked on the SWAS Teacher Questionnaire if extremely disruptive students were hindering the effectiveness of the SWAS Program in their classrooms, 38% of them agreed, 46% of them disagreed, and 17% of the teachers were undecided on this issue. In other words a little over a third of the teachers thought extremely disruptive students hindered the effectiveness of the SWAS Program in their classrooms.

Part of the interviews with SWAS coordinators included background information about the SWAS Program at each school and its organizational structure. Although not mentioned specifically in the School Within A School Philosophy 1984-85 as a classroom control technique to be used in SWAS classrooms, assertive discipline was mentioned by several SWAS coordinators as a method encouraged in SWAS classrooms. Assertive discipline is a classroom control method whose goal is to help teachers increase their influence in their classrooms by becoming more assertive. By being assertive a teacher establishes the parameters of what he/she expects from students and what students can expect in return from the teacher. As part of assertive discipline, a teacher has limit-setting consequences clearly "spelled out" for students so they can make the choice as to whether the consequences will occur. Many of the SWAS classrooms had the limit-setting consequences prominently displayed in classrooms. On the SWAS Teacher Questionnaire, teachers were asked if they used assertive discipline in their classrooms and 71% of them indicated that they did. However, classroom observations revealed that when teachers used assertive discipline, they usually did not follow through with the consequences displayed in their classrooms. As a result, assertive discipline was typically not an effective classroom control technique.

Administrative disruptions, such as announcements over the intercom or people interrupting the classroom with a message or request, are sometimes necessary. However, if they occur too frequently, administrative disruptions

can affect the learning climate negatively. In observed classrooms, administrative disruptions tend to be of very short duration with an average of 1.4 disruptions per class observation of 55 minutes. Administrative disruptions did not appear to hinder learning in SWAS classrooms.

Class Size. SWAS classrooms were not to exceed 20 students. The average class size from all the classroom observations was 13 students. The average class size by subject area was 12 for all subjects except math which was 14. When reading classes were broken down into "Regular Reading" classes and "Pullout Reading" classes, the "Regular Reading" classes had an average class size of 14 and the "Pullout Reading" classes had an average class size of 9 when teachers were with students. None of the classrooms observed had classes with more than 20 students. Only three of the SWAS teachers surveyed thought their class size was too large.

Use of Tangible Incentives. Seventy-five percent of the SWAS teachers indicated on the SWAS Teacher Questionnaire that they used tangible incentives to encourage students to work hard. Of the SWAS students surveyed, 49% of them thought that giving prizes for completing work was a good way to learn, while 35% were undecided and 16% did not think giving prizes was a good way to learn. Teacher reminded students that they were working for an incentives in .6% of the classrooms observed.

Miscellaneous. There was one instance in which a teacher was observed giving incorrect information to students. The teacher was presenting a math problem to students on the board which involved the addition of two fractions. The teacher added the numerators and the denominators of the two fractions to get a result rather than showing students how to find the common denominator and adding the numerators. Although this instructional experience was an isolated instance in relation to the total number observations, it was an

extremely serious instructional mistake to make, especially with students who already have academic handicaps to overcome.

Achievement

Statistically significant differences between SWAS students and comparison students were determined by using a .05 significance level which gives a 95 percent probability that any differences between the two groups were real rather than chance differences.

Tables 4 and 5 present summary data on TAP reading and mathematics achievement scores for SWAS students and comparison students. Table 4 shows the results from the first analysis which analyzed students' spring reading and mathematics grade equivalent scores and Table 5 shows the results from the second analysis which analyzed students' reading and mathematics gain scores. In both of these tables, the first mean score for each test is unadjusted and represents each group's mean grade equivalent or mean gain score determined from their actual spring or gain (posttest) scores on each test. The adjusted mean scores for each test represent a scientific estimate as to how the two groups of students would have performed on the posttest assuming that they had identical pretest means. Both the adjusted scores and the unadjusted scores were analyzed although the results for the adjusted scores were the only ones of interest in evaluating the achievement results for this program.¹ Analysis of covariance and analysis of variance summaries from the analyses presented in Tables 4 and 5 can be found in Appendix C.

¹ There has been some concern expressed that analysis of covariance covaries out of existence (removes) differences that may exist between a program and a comparison group so that any gains that might be attributed to a program will never be found. In fact, by more carefully controlling conditions not related to a program, small differences between students in the program and students in the comparison group are more likely to be detected. As Tables 4 and 5 show, that is exactly what happened in this evaluation.

TABLE 4

Summary Data on TAP Grade Equivalent Scores for
SWAS Students and Comparison Students

<u>TAP Tests</u>	SWAS	Comparison	National
Type of Mean	Students	Students	Norm
<u>Reading Comprehension</u>			
Unadjusted Mean Score	6.71	6.59	10.43
Adjusted Mean Score 1	6.75	6.55	
<u>Mathematics</u>			
Unadjusted Mean Score	7.26	7.14	10.64
Adjusted Mean Score 1	7.34 *	7.03	

TABLE 5

Summary Data on TAP Gain Scores for
SWAS Students and Comparison Students

<u>TAP Tests</u>	SWAS	Comparison
Type of Mean	Students	Students
<u>Reading Comprehension</u>		
Unadjusted Mean Score	1.23	1.37
Adjusted Mean Score 1	1.30	1.28
<u>Mathematics</u>		
Unadjusted Mean Score	1.01 *	0.77
Adjusted Mean Score 1	1.04 *	0.74

* 95% probability that differences between SWAS Students and Comparison Students were real rather than chance differences.

1 The adjusted posttest means represent a scientific estimate as to how the two groups of students would have performed on the posttest assuming that they had identical pretest means. Analysis of Covariance and analysis of various summaries for these tables can be found in Appendix C.

It can be seen from Table 4 that SWAS students had significantly higher mathematics achievement scores than did the comparison students, but there was no significant difference between the two groups on reading achievement. The gain scores presented in Table 5 produced the same result.

Self Concept

The SWAS Program was thought to improve student self concept, especially as it related to the school environment. Table 6 contains summary data on the Piers-Harris Self Concept Scale. The correlated *t*-test results for this table can be found in Appendix C. Although the pretest and posttest mean scores on the total self concept scale and on each of the six subscales are presented in this table, it must be remembered that the SWAS Program was only expected to affect the subscale labeled "Intellectual and School Status." It can be seen from Table 6 that the scores of SWAS students on the subscale "Intellectual and School Status" increased significantly from pretesting to posttesting. It is interesting to note that the scores on the total self concept scale and on four

TABLE 6

Pretest and Posttest Data on the Piers-Harris
Self Concept Scale for SWAS Students

Self Concept Topics	Number of Items	Pretest Mean Score	Posttest Mean Score
General (Total)	80	57.3	58.2
Behavior	18	14.2	14.3
Intellectual and School Status	18	12.6	13.2 *
Physical Appearance and Attributes	12	8.3	8.6 *
Anxiety	13	7.8	8.3 *
Popularity	12	8.5	8.7
Happiness and Satisfaction	9	7.3	7.2

* .95 probability that differences between pretests and posttests were real rather than chance differences.

1 Correlated *t*-test results for this table can be found in Appendix C.

of the remaining five subscales also increased from pretesting to posttesting although the program was not expected to have a direct effect on them. On the subscales labeled "Anxiety" and "Physical Appearance and Attributes," the increases were significantly higher.

Perceptions

Student Perceptions. The results from the student questionnaire are presented in Table 7. Students were also asked to briefly write what they liked most about the SWAS Program and what they disliked about the SWAS Program. The complete list of these student comments can be found in Appendix B.

It had been speculated that the Piers-Harris Self Concept Scale might not be sensitive enough to detect subtle changes in attitudes toward school. As a consequence, student and teacher perceptions about students' attitudes toward school were also collected. When SWAS students were asked if they felt better about school since they had been in the SWAS Program, 55% of them agreed with this statement and 21% disagreed. However, 82% of the SWAS students thought the SWAS Program had helped them realize that they could do well in school. When the SWAS teachers were surveyed, 71% of them agreed with the statement: "Students feel better about themselves as a result of being in the SWAS Program," while 8% disagreed and 21% were undecided. Between 76% and 82% of the SWAS students thought the SWAS Program helped them improve their skills in each of the four subject areas of reading, math, social studies and English.

Students' comments about what they liked and disliked about the SWAS Program varied considerably. In terms of what students liked about the SWAS Program, two frequent themes were the personal attention they received from teachers and the small class size. Students' comments on what they disliked about the program tended to focus on the stigma of being identified as a SWAS student. This feeling on the part of many students may explain why only 55% of

TABLE 7

Student Perceptions of the SWAS Program

Questionnaire Items	Agree	Undecided	Disagree
The SWAS Program has helped me realized that I can do well in school.	82%	12%	6%
I feel better about school since I have been in the SWAS Program.	55%	25%	21%
The SWAS Program has helped me improve my reading skills.	79%	14%	7%
The SWAS Program has helped me improve my math skills.	82%	9%	8%
The SWAS Program has helped me improve my social studies skills.	76%	18%	6%
The SWAS Program has helped me improve my English and language skills.	78%	14%	8%
Working in student teams is a good way to learn.	63%	21%	16%
Giving prizes for completing work is a good way to learn.	49%	35%	16%

The number of SWAS students responding to this questionnaire was 268

the SWAS students indicated that they felt better about school since they had been in the SWAS Program.

Teacher Perceptions. The results from the teacher questionnaire are presented in Table 8. Teachers were very positive about the SWAS Program as a whole. On the three items related to general perceptions about the program, 96% of the teachers indicated that they enjoyed teaching SWAS classes, 96% of them indicated that they thought the SWAS Program provided a good alternative learning experience for low achieving students, and 90% of them indicated that the SWAS Program was an asset to their school.

Teachers' perceptions on most of the items related to implementation have already been discussed in the implementation results section of this report. The remaining three items related to implementation are discussed below. Sixty-seven percent of the teachers indicated that there was adequate SWAS meeting time for the SWAS staff at their school. Slightly over half of the SWAS teachers (54%) indicated that they did not have an adequate supply of appropriate instructional materials for low achieving students for their classrooms and that there needs to be more coordination of classroom work across subject areas in SWAS classrooms.

Four items related to the inservice training teachers received for the SWAS Program. Fifty-four percent of the teachers indicated that they had received adequate inservice training for implementing the SWAS Program, but 21% of them thought that they had not. Of the teachers who had attended the summer inservice training, 75% of them thought the summer inservice training focused on teaching strategies that were helpful for teaching in SWAS classrooms, 20% were undecided, and only one person disagreed with this statement. Most (75%) of the SWAS teachers thought the summer inservice training for the SWAS Program should take place earlier in the summer. When asked if the summer inservice training for the SWAS Program should be longer than two weeks, 42% of the SWAS

TABLE 8

Teacher Perceptions of SWAS Program

Questionnaire Items	<u>Agree</u>		<u>Undecided</u>		<u>Disagree</u>	
	N	%	N	%	N	%
<u>General Satisfaction</u>						
I enjoy teaching SWAS classes.	23	96%	1	4%	0	---
The SWAS Program provides a good alternative learning experience for low achieving students.	23	96%	1	4%	0	---
The SWAS Program is an asset to this high school.	18	90%	2	10%	0	---
<u>Implementation</u>						
Class size is too large in my classroom.	3	13%	3	13%	18	75%
There is adequate SWAS meeting time for the SWAS staff at this school.	16	67%	1	4%	7	29%
I have an adequate supply of appropriate instructional materials for low achieving students in my classrooms.	8	33%	3	13%	13	54%
Extremely disruptive students are hindering the effectiveness of the SWAS Program in my SWAS classrooms.	9	38%	4	17%	11	46%
I use student team learning in my SWAS classrooms.	22	92%	1	4%	1	4%
I use assertive discipline in my SWAS classrooms.	17	71%	1	4%	6	25%

(Continued on page 27)

TABLE 8 (Continued)

Questionnaire Items	<u>Agree</u>		<u>Undecided</u>		<u>Disagree</u>	
	N	%	N	%	N	%
I use tangible incentives, e.g., prizes for doing good work in my SWAS classrooms.	18	75%	1	4%	5	21%
There needs to be more coordination of classroom work across subject areas in SWAS classrooms.	13	54%	6	25%	5	21%
<u>Self Concept</u>						
Students feel better about themselves as a result of being in the SWAS Program.	17	71%	5	21%	2	8%
<u>Inservice Training</u>						
I have had adequate inservice training for implementing the SWAS Program.	13	54%	6	25%	5	21%
The summer inservice training for the SWAS Program should take place earlier in the summer.	18	75%	5	21%	1	4%
The summer inservice training for the SWAS Program should be longer than two weeks.	3	13%	11	46%	10	42%
The summer inservice training focused on teaching strategies that were helpful for teaching in SWAS classrooms.	15	75%	4	20%	1	5%

The number of SWAS teachers responding to this questionnaire was 24

teachers disagreed and 46% were undecided. SWAS teachers were asked to list any teaching strategies that they learned to implement during the summer inservice that were difficult to implement in their SWAS classrooms. Comments related to this item can be found in Appendix B.

In addition to the SWAS Teacher Questionnaire, SWAS teachers were also interviewed in a group setting at each school in order to record any other concerns teachers might have. A summary of these concerns can be found in Appendix B. The comments from these interviews tended to focus around three major concerns. Teachers emphasized that it was important that SWAS teachers had a common planning time at their school so they could coordinate teaching. There was at least one teacher that did not have a planning time that was the same as the other SWAS teachers in that school. Teachers were feeling some frustration because there were too many new teaching strategies to learn. They indicated that it might be better to focus on fewer strategies and learn to do them well. Teachers also felt that student team learning was difficult to implement. Several teachers indicated that they knew about the techniques of using student team learning but would like some modeling of student team learning in their classrooms.

SWAS Coordinator and SWAS Principal Interviews. Interviews with SWAS coordinators and SWAS principals focused on the background of the SWAS project at their schools and the current status of that project at the various school settings. The first year of implementation for the SWAS units was a year of frustration. Implementing a new project presents a myriad of problems and these problems were exacerbated by a lack of leadership and coordination from the Central Administration staff. After a frustrating start-up year, the individual units were feeling much more comfortable with the project this past year. The coordinators felt that the teachers this past year tended to be people who chose to teach in the SWAS unit and were functioning better as a

team. Problems still existed this past year, but most of these were related to lack of Central Administration leadership and coordination among the units until late in the school year when a Coordinator of Special Projects and a SWAS Resource Teacher were hired.

Coordinators mentioned three major areas of concern about the program. First, the coordinators indicated that a unified SWAS curriculum needed to be defined. Each SWAS team has defined the SWAS curriculum for their individual school, but the curriculum is not unified across SWAS schools. A common curriculum would help to build a district-wide SWAS project rather than the five similarly functioning programs that were implemented at the five schools this past year. In addition, a unified curriculum would make it possible for students to transfer from one SWAS school to another without disruption to their learning schedules.

The second concern related to the inservice training for SWAS teachers. Although the 1984 summer inservice training provided by UMKC was found to be much more helpful than the 1983 summer inservice training, several needs for inservice training were expressed by the coordinators. The summer inservice training should be longer for new teachers to the program; two weeks is not enough time to learn how to implement a program. The summer inservice should also occur earlier in the summer so teachers have time to plan for their SWAS classes before the start of the school year. Some of the teaching strategies teachers learned at the summer inservice were difficult for them to implement in their actual school setting. For example, some SWAS teachers had difficulty implementing student team learning as it was shown to them at the summer inservice. SWAS sites that had difficulty with the original model tried to use parts of the student team learning strategy as best they could. It would be helpful if the strategies teachers learned about during the summer were

followed up with some very practical help at the SWAS sites in the form of modeling and demonstrations.

There was some concern that the site coordinators' responsibilities needed to be more clearly defined. Coordinators were given little direction concerning the coordinator's role from the Central Administration Office. Coordinators were left to define their positions for themselves or in conjunction with the site SWAS teaching team. The more successful coordinators saw their role as building a strong SWAS teaching team and facilitating a coordinated curriculum across subject areas at their site. Some of the site coordinators were overextended with too many other school responsibilities. Coordinators should not have major responsibilities for other school activities.

Principals indicated that selecting teachers for the SWAS Program was difficult. They found it hard to determine which teachers would work together as a coordinated team. Principals recognized that some teachers might not fit into the team teaching process and some teachers might be unwilling to try new teaching techniques. Identifying a reading teacher with secondary certification was particularly difficult.

Principals thought the regularly scheduled reading class was a much better arrangement for teaching reading than the "Pullout Reading" arrangement. They recognized that reading is the major problem for students in the SWAS Program and a regularly scheduled reading class would insure that students received reading instruction on a regular basis from a reading teacher.

Three of the five principals would like to see the SWAS Program extended to the tenth grade. They saw SWAS students who had done well in the SWAS Program as ninth graders have trouble adjusting to the regular classrooms in the tenth grade which had larger class sizes and less individual attention.

Finally, principals thought the SWAS Program needed a well written program description defining the program's rationale, objectives, program expectations, and student selection process. They felt a need for clarification on budget, personnel, and inservice training responsibilities for the program among the individual school sites, the Central Administration Office, and UMKC.

Attendance

School attendance for SWAS students was of interest for this evaluation. The absence rate of SWAS students during their year of participation in the SWAS Program was compared to their absence rate for the year prior to their participation in the program. The absence rate of SWAS students this year was also compared to the absence rate of the comparison students. However, three problems related to the attendance data this past year made any conclusions based on these data very tenuous. First, state-mandated law required that the school district change the way attendance was recorded this past year. During the 1983-84 year, attendance was recorded on a daily basis but this past year attendance was recorded on an hourly basis. Second, the school district has a lower absence rate for junior high students than for senior high students generally. SWAS students were senior high school students this year but junior high school students last year. Third, only those high schools which had their attendance recorded using a computer link from the high school to the district's mainframe computer had attendance data by individual student. Four of the five SWAS schools and one of the four comparison schools had this computer link for attendance. No individual student attendance data were able for the students in the remaining high schools.

The SWAS students had a higher absence rate this past year as ninth grade SWAS students (absent 13% of the time) than they did in 1983-84 as eighth grade students (absent 10% of the time). However, the SWAS students had a lower absence rate than the ninth grade comparison students (absent 15% of the time).

Program Recommendations

1. SWAS students should be enrolled in regularly scheduled reading class.

Two types of reading arrangements were used at SWAS schools and are referred to in this report as "Regular Reading" and "Pullout Reading."

Reading teachers in schools where the "Pullout Reading" arrangement was used had difficulty getting students to teach. Teachers in the other SWAS classrooms frequently had a learning activity for the whole class and didn't want some of the students to miss that activity for reading.

Sometimes the reading teachers joined another SWAS classroom but did not direct a learning activity with part of the class. The reading teacher's role in this setting tended to be teacher's aide to the other SWAS teacher. SWAS students in schools using the "Pullout Reading" arrangement did not have reading instruction on a regular basis from the reading teacher.

2. The inservice training on teaching strategies should include modeling of the strategies in SWAS classrooms.

Teachers indicated that they had learned about many new teaching strategies in their inservice training, but sometimes had difficulty implementing them in their own classrooms. Modeling of new teaching strategies in their classrooms would help teachers see how a strategy works in their particular classrooms.

3. Teachers need assistance in locating appropriate instructional materials for low achieving high school students with reading deficiencies.

Teachers thought the weakest feature of the SWAS Program was their inability to locate appropriate instructional material for low achieving high school students with reading deficiencies. There appear to be few published materials for this type of student so teachers had to develop many

of their own materials. The school district must provide assistance in locating and/or developing appropriate materials for these students. Individual instruction will not be designed for each student's educational needs if there are not appropriate materials available for a large variety of needs.

4. The SWAS Program needs a clearly defined program description.

Both coordinators and principals thought the program needed a well written program description that defined the program's rationale, objectives, program expectations, and student selection process. Principals felt a need for clarification on budget, personnel, and inservice training responsibilities for the program among the individual school sites, the Central Administration Office, and UMKC. Coordinators felt a program description should include a unified SWAS curriculum across SWAS schools. A common curriculum would help build a district-wide SWAS project rather than the five similarly functioning programs that were implemented at schools this past year. In addition, a unified curriculum would make it possible for students to transfer from one SWAS school to another without disruption to their learning schedules.

5. The program should have competent teachers who work well as a team and like to try new instructional strategies.

Principals must make sure that teachers in the SWAS Program are competent teachers that are willing to work well as a team. SWAS students have too many academic deficiencies to be exposed to any incorrect instruction presented in their classrooms. Coordinating reading with other subject areas requires a team of teachers willing to work together to make sure it happens. A SWAS teacher must be a flexible teacher willing to try new teaching strategies. Identifying teachers for the SWAS Program is a difficult job for principals. They may need assistance in locating appropriate teachers for this program.

6. SWAS schools should try to help SWAS students feel good about being a SWAS student.

It may not be possible but schools should try to find ways to reduce the stigma of being identified as a SWAS student. Student comments indicate that students feel their school looks at them as special education students or "dummies."

APPENDIX A

School Within A School Philosophy
1984-85

The philosophy of the program focuses on the 9th grade student who has failed to acquire proficiency in basic skills as measured by the ITBS/BEST. Emphasis will be on reading comprehension, math problem solving/concepts, oral/written expression, and citizenship responsibilities. It is expected that SWAS students will gain sufficiently in reading comprehension as to begin to reduce the gap between their performance and grade-level expectations.

We believe that:

(a) All students can and will learn when given a positive learning climate--one that focuses on the total student--his self image and his learning style. We are, therefore, concerned with how the learner learns, when he learns, and what he learns.

(b) Students who are behind upon entering high school will fall further behind unless positive intervention is made.

(c) Learning is cooperative--involving efforts of both student teams and teacher teams.

(d) Learning is associative; it requires coordination of learning experience across subjects and time periods.

(e) A program that includes the dual approach of improving academic-survival skills and guiding students toward developing worthwhile self-image skills should eliminate some skill deficiencies and should simultaneously assist the students in developing the self confidence necessary to pursue school goals with greater vigor and with a greater probability of success.

(f) The learner is the most important participant in the School Within A School.

TEACHING FOCUS

-- All teachers must emphasize comprehension skills, and must coordinate their instruction if SWAS students are to improve in comprehension.

-- Subject matter emphasized in teaching must be interesting to students, or most will not be motivated to succeed in the classroom.

Instructional Strategies To Be Emphasized

(1) Comprehension improvement and language development techniques (e.g., selection of appropriate vocabulary and concepts; teaching of appropriate vocabulary and concepts, coordinated across subjects; inquiry and prediction emphasis and enhancement).

(2) Students are assessed and taught at their instructional level; data are collected on student performance and used to make instructional decisions.

(3) Small group and individual instruction.

SWAS STRUCTURE FOR 1984-85

1. Each SWAS should have at least: one English teacher, one math teacher, one reading teacher, one social studies teacher, and one coordinator (at least half-time).
2. In general, classes should not exceed 20, and no class will exceed 25.

APPENDIX B

COMMENTS

Student Comments:

What do you like most about the SWAS Program?	Page 39
What do you dislike about the SWAS Program?	Page 49

Teacher Comments:

List of teaching strategies that are difficult to implement . .	Page 56
Strongest features of the SWAS Program	Page 57
Weakest features of the SWAS Program	Page 59

Summary of Comments from Teachers Interviews	Page 61
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STUDENT COMMENTS

What Do You Like Most About The SWAS Program?

- You can learn real good.
- I like the SWAS program most because it helps me and other students understand and learn more.
- The math.
- That it's all on the same floor.
- It helps me learn more.
- It's good improvement on my grades, and I'm doing better this year than I did last year.
- Well some teachers are fair some aren't. It teaches pretty good.
- Some teachers take time with you and explain. They have patience.
- Math-because it helps students that are slow.
- The teacher and student communication.
- The most that I like about the SWAS Program is the way it helps to understand my subject more.
- That it can help you get a good job and you learn new things that you never heard of.
- It's good.
- Teachers.
- Everything.
- I really like how the teachers take time for each of us.
- Everything.
- They help you learn.
- Social Studies is my best class and I like the way she teaches us.
- The teachers help you more.
- I don't know how I feel about this program.
- I don't know how I really feel about this little program.
- What I like the most about the SWAS Program is that the teachers try to help the students.

Comments from Students
What I Like About SWAS—Continued

- I like some of the teachers such as _____ he's nice.
- Small classes.
- What I like the most is the CAI Lab.
- What I like most about it is that it helps me with all different classes.
- That the teachers are working with us to help us learn more.
- It helps me to understand more about my work.
- It has help me realize an education is what you need to get somewhere in life and you can have other people to help you.
- It helps me learn in all my classes.
- What I like most about the SWAS Program is the way I am treated.
- I like everything about the SWAS Program.
- I don't like anything the best.
- I like how the Math and Social Studies teachers take time and have patience in teaching me.
- The classes are all good. They helped me to learn enough this year.
- It's pretty helpful.
- Learn more things.
- The SWAS Program helps me to learn more better.
- It's easier for you to learn and do well in class for those people who want to learn.
- It has helped me realize and know what my abilities are.
- I have a good teacher.
- The SWAS has helped me do better in just about everything, but the best part is how much I have learned in Math.
- I really like the SWAS Program because the teachers are nice and when you don't understand the teacher, he or she will explain themselves to you.

Comments from Students

What I Like About SWAS—Continued

- To me it is nice because the teacher explains the work so I can understand it better, than just giving it to us and telling us to do it and we don't understand it.
- I can talk about things and learn and understand the Math.
- The grade system.
- I like the way we work together.
- Because they have taught me more than what I know.
- It's helped me through school.
- The attention I get when I have a problem with my school work. They are always there to help me.
- It really helps me.
- If you don't know something the teachers will try to help you understand.
- It teaches you in a easier way.
- Because it's fun.
- It will help me to learn what I need to know when I get a job after I graduate.
- What I like about the SWAS Program is that you get to do a lot of things, go on all kinds of trips, etc. I do like SWAS because you experiment with a lot of things.
- It helps you learn a lot, and helps you improve your skills.
- They make you strive because they don't want you to be dumb all of your life.
- What I like most about the SWAS Program is that you can learn a lot and you can understand what you have learned.
- They take time out with the student.
- It helps you to understand certain parts of the program.
- They spend more time with you then the other teachers do. They understand you more. I like to go places with the SWAS Program.
- It helps me to learn what I didn't know last year.
- I like going places, studying and helping each other.

Comments from Students

What I Like About SWAS—Continued

- It has helped me a lot.
- It's helping me for next year. I love my English teacher, she's so nice and crazy.
- It's helped me to understand the things that I didn't understand in the past years.
- I like Math because it has helped me to learn more about it.
- The prizes we get from the group work and the trips.
- I hate it, but since I'm in it, I have to make the best of it.
- Trips and program.
- I like the classes and some of the teachers I have accepted for class.
- I like the teachers in the SWAS Program.
- The trips and the teachers.
- It's helped me with my skills that I'm failing in.
- To go on trips.
- The trips we take.
- What I like most about the program are my Math, English and Social Studies teachers.
- I'm glad we have SWAS because it has really helped us to understand more.
- Most of the time, the field trips, prizes and plays.
- Small classes, so the teacher can get to help you more often than in a large class.
- The field trips, and the way the teachers make us learn.
- The teachers, they teach slower so we can learn faster.
- It's fun to learn and do your work in SWAS.
- Go on field trips, and help you to learn more skills.
- Working in student teams.
- What I like most about the SWAS Program is that students help students to learn more.

Comments from Students
What I Like About SWAS—Continued

- Get to go places, and learn a lot.
- Go places and work in groups. You have a better chance of learning.
- The teachers that I have and the students in my classes are easy to get along with.
- The thing I like most is that they will help you to learn better.
- It's not hard, it's fun.
- I like most about the SWAS Program is that you understand more and the teachers spend more time with you.
- The SWAS Program is a good learning skill and I have learned a lot from it this semester.
- It's helped me and also I have improved in all of my classes.
- I like the classes and the teachers.
- The way they put you in groups to work. Some of the teachers.
- I like everything about the SWAS Program. I feel it has taught me a lot of things I didn't know and understand.
- It's helped me to go over the things I have forgotten.
- It's fun, and some of the teachers are very understanding.
- I like the SWAS Program, because they help us for the BEST Test.
- It let's me and others of the SWAS participate in different things.
- The Reading and the English program.
- I like almost all my teachers.
- The teachers are enjoyable at times.
- I do not feel anything.
- The teachers are rather strict, but I guess it's for the best.
- Well I like a lot of things in this group.
- It helps me to learn about Math and different little tests.
- It helps me to learn more about what I don't know.
- Like all the teachers, but one.

Comments from Students

What I Like About SWAS—Continued

- It's fun learning. Some of the teachers are nice.
- We get to go on trips.
- Helping to pass tests.
- I really don't like it because its not fair for other people calling us names.
- Helps you to learn.
- I like learning, and working in teams.
- It is a lot of fun working with some teachers.
- Teachers take time to help you learn better.
- It helps me to improve in my Math, Reading and English.
- It is a learning experience.
- They take time out with you, and make sure you learn.
- How the teachers help us.
- The Math and Reading program.
- It helps you learn what you didn't know.
- I like the work and some of the teachers.
- I do not like the SWAS Program at all. And I really don't think I should be in it.
- When _____ was here.
- It helps me to learn more about what I didn't know.
- What I like most is the teachers goal of helping the students, meeting some people I never talked to.
- It's not as hard as other regular classes.
- The class only has about twenty-five students and teachers can get to everyone.
- It helps you to review some things that you didn't remember from the year before.
- I like the learning and the earning credits.

Comments from Students
What I Like About SWAS—Continued

- The way we do things.
- The work.
- I like it because we get to do a lot of stuff for different things.
- I like the teachers in the SWAS Program.
- Work.
- What I like most is when we go on field trips and have parties.
- The trips we go on, the teachers, and the way they encourage us to keep working hard.
- It helps me to learn things that I never learned.
- Going places and getting out of school for a while.
- I really like the SWAS Program, because a person is taught everything he or she needs to know.
- Only the fact that I've learned many things that I didn't know.
- It explains the work better than the teachers last year.
- I can understand the work.
- The way _____ and _____ teaches.
- The program is OK.
- I think its fun and I learn more just being in the SWAS Program.
- _____ 's class, because I can understand this class better than any other.
- I like _____ 's Math class and _____ 's Civics class, and _____ 's Reading class.
- People get together in teams and you learn a lot more.
- My teacher and I can do the work together.
- I can learn more and I can do a lot of things.
- The program is easier than the other classes.
- It's OK, but I learned more last year.
- I like my Math class most of all.

Comments from Students
What I Like About SWAS—Continued

- We get to go to the computer room, we always read together, and the teachers help you more than the others.
- I like it because it helps me to improve in all my skills, except science.
- I like going to the computer room for class time.
- There's not as many students in each class so that gives the teacher more time to work with each student.
- It's fun because I'm in there.
- English and language skills.
- The classes are smaller so you can think and work better.
- The teachers are very nice and they help you when you need help.
- There are not many people and the teachers take more time with you.
- It helps me make better grades.
- You learn more because they take time with you.
- Being able to work in groups.
- How the teachers take time and help us learn more about things.
- I like Math.
- The SWAS Program has helped me in the things I need to learn about all subjects.
- I like the teachers and the students in there.
- You have helped me out a lot.
- I like the teachers and having a chance to do my homework in class.
- Most of the teachers try to teach the class and get a passing grade.
- That it helps you in all your subjects and you really learn if you listen. It helps you to learn to listen.
- I learn more now than I did before and I like working with the people here.
- It helps me to learn more.
- The teachers, because they explain the work so that I can understand it.

Comments from Students
What I Like About SWAS—Continued

- They help me with my work and make me understand what I am doing.
- I like it because it helps me to understand and learn more.
- It is useful and a lot of help to those who do have problems.
- It gives you a chance to do your work.
- It's OK.
- It's fun.
- It's teaching more than I had in the eighth grade.
- The computer room.
- That the teachers are a helpful part of your learning.
- I like it because I have gotten into Reading, Math, and etc.
- Not much.
- The SWAS Program helped me to learn new and old things.
- It helps the students to learn better.
- It helped me learn more.
- That all the teachers will try to help you if you need help and you are willing to do it yourself.
- The teachers put a lot of effort in helping the student.
- The first three classes are one one floor, and how _____, _____, and _____ work together.
- I like doing fun activities like doing a fun worksheet.
- I like most about it because when you don't understand it the second-time they will help you.
- Working with my classmate.
- I like the Math best.
- Helps me get along better. Classes are near each other.
- What I like about it is the way it helped me on some or about some subject.
- I like what I learn in the program.

Comments from Students

What I Like About SWAS—Continued

- I like the team learning, you get to meet friends and you get to work together.
- What I like most is learning all the skills.
- The SWAS is helping me to improve in some of my work.
- It's a good school.
- It's fun.
- Teachers take time to help you.
- It could help you learn more than what you already know.
- I have three different good teachers that care.
- The SWAS Program helps different people to get along and get to know each other better.
- What I like most about the SWAS Program is that it helps me a lot.
- I like the teachers. They help you a lot.
- It helps me to work better.
- It's fun. I can get along with my teachers. We work in groups.
- What I like about the SWAS Program is that we get to work in groups.
- It takes time enough to help you understand.
- I think the teachers are nice.
- The thing I like most about SWAS is the candy.
- What I like most about the SWAS Program are the teachers and the students.
- The SWAS Program lets me learn more. I like it.
- I like the SWAS Program, because the teachers care about you, and are concerned if you are learning or not.

STUDENT COMMENTS

What Do You Dislike About The SWAS Program?¹

- Some people still haven't learned yet, and maybe that is because we haven't picked up enough background information.
- English.
- They don't explain the work.
- English, because the teacher doesn't help the student.
- I like all the homework.
- Work.
- I don't really know, but I think it helps others.
- I dislike when they take some of our points for our grades.
- Some teachers are not the same.
- They give you conference cards for the least little thing.
- The teachers really don't teach anything.
- The work is too easy, and also I don't see why we stay on the same floor.
- One of the classes.
- English.
- There isn't anything that I do not dislike about the SWAS Program.
- I like every part.
- It seems all right to me.
- The English teacher.
- What I dislike most is the way there isn't enough time in the hour to answer all my questions.
- The way the grades are averaged is unsatisfactory to me because some people work real hard and don't get the grade they deserve. There are too many errors on Report Cards this year for example, attendance being checked wrong.

¹ The SWAS Program was known as FOCUS at one school. When students used the word "FOCUS" in these comments it was changed to "SWAS."

Comments from Students
What I Dislike About SWAS—Continued

- I like everything.
- I don't like how the English teacher is making me feel ignorant and stupid. Not having patience with me. That makes me sick.
- The teacher.
- I don't need to be in those classes.
- It's boring sometimes.
- Really don't dislike anything about the SWAS Program.
- They should have a little more discipline.
- Some of the work given to me is hard sometimes, like English.
- The thing that I dislike most of all is how teachers treat us like little five year old children.
- Too many tests to take.
- I dislike 7th hour even though I never had one.
- The tests.
- Everything.
- I don't like other teachers coming in on our work time.
- The teachers work us too hard.
- I do not dislike this SWAS Program, because this is important for everybody that needs to learn.
- Everything is fine.
- We been having too many tests to take.
- I don't like the way the kids act in class.
- They put SWAS on your Report Card.
- The way they discipline you.
- What I dislike about the SWAS Program is I have to work in a group. The word SWAS is on your Report Card.
- I would like to learn in a real class room, but I'm not saying that I don't want to work with SWAS students.

Comments from Students

What I Dislike About SWAS—Continued

- The whole thing except the teachers.
- I hate the way the other students go around calling us "SWAS."
- I dislike the way they handle the students by letting them get their own way.
- The name.
- The Reading teacher.
- The Reading teacher is mean.
- I dislike the way they handle the students.
- The work I've already done in the past. I want to work on stuff that I don't know, not on the stuff I have already learned.
- Everything.
- The Reading Teacher.
- The people in the class start too much trouble and having all the classes together and when they start something in one class they do it in all of the classes.
- I dislike being in the same classes with the same people, seeing the same faces.
- I hate to see the same people over and over, because they act crazy too much.
- If they can't change the students in class and not having the same ones that's what I hate about the SWAS Program.
- The Reading teacher.
- The Reading teacher.
- My Reading teacher and the way she puts us down.
- The Reading teacher.
- Lose points for being tardy.
- I didn't dislike the program until the other students started calling us dummies.
- Other students calling us dummies.

Comments from Students
What I Dislike About SWAS—Continued

- What I dislike most is that I feel we work too hard in our free time once in awhile.
- It's ok, but sometimes I feel funny about being in SWAS, because I'm not in regular class.
- The inpatience of the teachers in the program.
- When we lose points for being absent.
- Working.
- I really don't know.
- The other kids who are not in SWAS class-how they talk about you.
- I dislike working alone.
- What I dislike about the SWAS Program is that we have to work in teams.
- I hate it when somebody calls me a SWAS student.
- I hate the word "SWAS."
- What I dislike about the SWAS is that when we get our Report Card they put the word "SWAS."
- We never go places at the same time with the other students. Like the auditorium, plays or such.
- Work that you don't understand.
- The way they say the word "SWAS." They say it as if we are dumb or something.
- The name and some of the students in the SWAS program.
- Some of the ways certain teachers treat people.
- The teachers.
- The school system.
- The C. prep class talks about us.
- The name "SWAS" and it's like a Special Education Class.
- The name "SWAS" and some of the teachers.
- It encourages you to do better.

Comments from Students

What I Dislike About SWAS—Continued

- _____ is gone and I miss her helping us.
- I don't like the test they give us.
- I dislike this program, because the name of "SWAS" makes me feel like I am in Special Education and a dummy.
- _____'s teaching and the way she rules the class.
- The English teacher.
- I hate certain teachers.
- I dislike certain teachers.
- They call us dummies.
- People are always calling you dummy.
- The teachers behavior.
- The name of the program.
- I don't like to be in the SWAS Program.
- When people say we are dumb when we are in the program.
- The name of the program.
- The program.
- Being called dummy by other students.
- Being treated different.
- The name of the program.
- They try to treat us like some kind of special learning disability people. When I say they, I mean the whole Board of Education.
- They took me out of my regular classes and put me in "SWAS."
- I dislike the way we work in teams.
- It's on the same floor.
- The name "SWAS" makes us sound like we're dummies.
- The English teacher.
- The teachers. I like _____.

Comments from Students
What I Dislike About SWAS—Continued

- _____ left.
- Some of the students.
- Some people think that the SWAS classes are for dummies. But I don't think that.
- Strict rules.
- The way some of the teachers act towards us, and the way they go about things (SWAS this and SWAS that). We know what we are!
- The name and how everyone talks about us. It makes us look and sound like we're in Special Education.
- The way teachers act.
- Some students play and disrupt the other students when they are working.
- When the teachers are teaching, the other students are disrupting the class.
- Special study skills.
- The teachers.
- I don't care for the Social Studies class, because it just isn't my bag.
- I don't like my English teacher.
- Some of the people in the SWAS Program talk too much.
- When the students are talking and you cannot learn.
- The students who screw up in class.
- Social Studies teacher.
- I dislike everything else.
- I don't like nothing about the SWAS Program.
- A few of the teachers don't know how to teach a class.
- I don't dislike the program, but sometimes the teachers are supposed to influence you to like it, but they are talking about getting out of the program.
- They treat us like we were babies, and that we are real dumb.
- Working in student teams.

Comments from Students
What I Dislike About SWAS—Continued

- Everything.
- Sometimes they work us a little too hard to help us.
- I dislike having to take a lot of tests.
- Almost everything.
- Too many tests.
- I dislike reading, because you have to read out loud to the students in class.
- I dislike the rules and regulations.
- I hate the reading class.
- I don't like the way the program is run.
- Sometimes Math.
- Too many fights.
- What I dislike is that we turn in one paper from the whole group.
- Besides candy, everything, except candy.
- I dislike the discipline in the SWAS Program.

TEACHER COMMENTS

Teaching Strategies that are Difficult to Implement

- I have not yet begun using improvement points in student team learning and I recognize it is an important element to the success of this teaching/learning strategy. I need help in setting this up.
- I feel that STAD is a technique which should be implemented later in the school year after some firm class rules have been established, and the students and teacher have gotten a chance to know each other better.
- The team teaching system simply because of changes in the reading program.
- Most of the ones I've tried were not difficult, but I did not always get good results.
- None of the strategies are difficult to implement. All could be useful if I had the time to develop and practice them.
- Student Teaming Learning (Jigsaw, Teams Games Tournaments, and STAD): seven teachers listed these strategies.
- Guided Reading Procedure.
- Cloze

TEACHER COMMENTS

Strongest Features of the SWAS Program

- The strongest feature of the SWAS Program is the class size. The class size helps the teacher to do more individualized teaching.
- The student in a group with the same teachers is the strongest feature because the teachers can check with each other on progress of students and any helpful insights.
- The strongest features of the SWAS Program: (1) improves attendance and (2) raises the achievement level of the students.
- The strongest features of the SWAS Program are small class sizes, student team learning, and hardworking teachers.
- Reduced class size, common planning (for the most part), common goals, strategies & techniques.
- Small classes.
- Having the common planning period. The inservice training received during school year. The "teaming concept"-student teams and teaching teams. The "link-learning" component.
- Common planning period for SWAS team with adequate time, small class sizes, and a cooperative team.
- Students having the opportunity to work within groups or with other students. Most students working on the same level.
- Teachers who work well as a team and student team work.
- The team teaching strategies.
- The team concept is by far the best approach in teaching that I have encountered since teaching in this district.
- Small class size and team reinforcement.
- Team learning, small class sizes and planning toward a common goal.
- Smaller classes, team learning, coordinated efforts, and team planning.
- The SWAS Program gives the teacher a chance to work one on one with students.
- The strongest feature is the way our coordinator pulled our team together to plan strategies and goals for the school year.
- Team effort is the strongest. Support by administrators and staff of the school is another strong feature.

Comments from Teachers
Strongest Features—Continued

- Builds self-confidence in students. Also the student-teacher ratio and the team learning concept.
- Smaller classes, small group and individualized instruction, team planning and teaching, and instruction is more personalized.
- Team work (teachers and students), smaller class sizes, and we have a good coordinator.
- The chance for students to work and grow without a great fear of failure.
- The strongest feature of our SWAS Program is the positive attitude and closeness of the SWAS team. Their concern for each other and the students.
- Efforts to establish better teaching and learning strategies.

TEACHER COMMENTS

Weakest Features of the SWAS Program

- The weakest feature of the program is the lack of help with some student problems. There should be a parent-home-school contact within the confines of the program.
- Teachers have a say in who will be in the SWAS Program.
- The weakest features of the SWAS Program are bribes or threats to get students to work and one "teacher" who does not teach because of No control or discipline in the classroom.
- Curriculum needs to be better defined.
Inappropriate materials. Have some very good ones.
One SWAS Teacher without common planning time with the rest of the SWAS staff.
Instruction needs to be better coordinated.
Early selection of students.
Need DRP for placement into program before enrollment.
Parents and students need to be informed of placement earlier.
Students need special field trip or activity at least once per year.
All SWAS students need to be in SWAS classes at the same time.
- The involvement of the counseling staff.
- Lack of materials, current testing requirements, and the reading program.
- A few students not being willing to at least try to put forth an effort.
- More district planning and involvement needed.
- The lack of materials. There needs to be more high interest low vocabulary materials made available, such as Scholastic and Action, etc.
- The program is becoming to bogged down in paper work and meetings.
- Too many teaching strategies are being introduced. Teachers are having to spend too much time learning these strategies instead of concentration on getting students to learn to comprehend.
- This year there have been too many experimental programs used on our students.
- Some way to deal effectively with disruptive students. More opportunities for individual or tutorial sessions for the lowest achievers.
- I don't have adequate materials for my students. Everything I've used I've had to spend enormous amounts of time finding, and duplicating. I have had to do this almost daily for the entire school year.

Comments from Teachers
Weakest Features—Continued

- A student in SWAS English may not need to be in SWAS Math. At the beginning of the year, we felt that our classes were too large and that the screening process should be improved.
- That more concern is not given to the emotional well-being of the student. Dealing with the day to day problems of coping and not giving into peer pressure.
- The weakest feature of the program is the placement procedure, the tendency to over test, and the short amount of planning.
- Difficult to find appropriate materials for all levels of ability, difficult to plan for more the one level of instruction, and difficult to teach more than one level in a class period.
- Lack of concrete direction, follow-up and analysis.

TEACHER COMMENTS

Summary of Comments from Teachers Interviews

School A

- Teaching in the SWAS Program is tiring.
- The SWAS coordinator at each school should not have many responsibilities outside the SWAS Program. The SWAS coordinator should teach no more than two classes. It would be better if the person had only one class to teach.
- The summer inservice is too long. One week is long enough. The time should be spent on basic teaching strategies.
- Teachers need to get materials earlier. Some materials came very late.
- The SWAS Program needs curriculum alignment across schools. The curriculum needs to be defined for each subject area.

School B

- There were too many teaching techniques to implement. Two teachers thought some of the techniques from their own experience were just as good or better than some of the new techniques teachers were encouraged to use. They were willing to try some alternative teaching techniques, but they thought traditional methods were good also. One teacher disagreed. She liked to use a variety of new techniques. She said that an hour was too long a class period for this type of student so the variety of techniques were needed to hold students' attention.
- The observations for the evaluation were bothering some teachers.
- The program started at this school and the school district picked up the program. It appeared that the district picked up only bits and pieces of the program and not necessarily the best parts. Teachers thought it would have been better if the district had talked to SWAS teachers first to get the important parts of the model.
- A SWAS teacher should not have many outside responsibilities, e.g. coaching. These outside responsibilities prevent SWAS teachers from attending meetings and inservice training sometimes.
- Teachers are short of materials at the appropriate reading level for these students.

School C

- Some curriculum alignment across SWAS schools has been done in social studies and work is just beginning on writing a coordinated math curriculum. There is a great need for common math objectives for the SWAS Program.

Comments from Teachers

Summary from Teachers Interviews—Continued

- There is a need to have more sharing across schools of ideas and resources for the SWAS Program. Idea sharing is most important and needs to be on teaching strategies. A resource center would be helpful for the sharing of supplies. Some supplies and equipment are too expensive for a single school to purchase and it would be helpful to share equipment across schools.
- Teachers need inservice training which focuses on the teaching strategies that SWAS teachers are suppose to be using. The cadre meetings that have been held so far have been excellent. Teachers need more inservice training on group management techniques and group work with students, e.g., student team learning. Books and articles make student teaming sound like it is the answer to many problems. However, one teacher felt it did not work as well as she would like in her classroom. She is wondering if her expectations are too high or if she needs some help to make it work better. She thought it would be helpful to have someone observe her teaching using student team learning and other strategies to see if she is doing them correctly. It can't just be one observation, but perhaps a week of observations to follow her through one unit. Teachers need someone to model the strategies for them and show them in their setting how to improve.
- Teaching a SWAS classroom is very tiring.
- SWAS students have trouble adjusting to non-SWAS classrooms where they do not get so much individual help, do not work in groups, and have larger class sizes. Teachers wonder if the SWAS strategies for learning help students in the regular classrooms or is the adjustment too great.

School D

- The math teacher said that the SWAS math classes do not necessarily have students who are having the most trouble with math. There may be students in regular math classes that are having more trouble with math than SWAS students. He sees the need to have SWAS students feel like a family in all SWAS classes however. Any adjustment to the math class enrollment would destroy the family or team atmosphere in SWAS.
- SWAS teachers need more planning time. They need a planning time for themselves individually and a time to plan together as a team. Working as a team requires more time to talk things out and time to adapt materials for use in SWAS classes.
- There has been exposure to too many teaching strategies. It would be better to learn fewer teaching strategies, but cover them in more depth.
- The program needs a regularly scheduled reading class for SWAS students rather than pulling them out of classes. The current reading teacher's schedule is such that she cannot even see all of the SWAS students. They are not available when she is available.

Comments from Teachers

Summary from Teachers Interviews—Continued

- The summer inservice training is too late in the summer. There is not enough time to prepare new things for fall classes. The inservice training would be better right after school lets out in the spring.
- Time is needed for subject area teachers from each of the SWAS schools to meet and brainstorm on techniques that work for their subject area.

Curriculum definition for the program and curriculum alignment is needed.

- The content of the TAP tests does not cover the objectives taught in the SWAS curriculum.
- SWAS students frequently need group counseling. The counseling could be done by the school's counselors. However, the SWAS Program could use a SWAS counselor in each school.
- Teachers would like to know if there will be summer inservice training this next summer and when it will be scheduled. They would like to have the inservice training earlier in the summer.

School E

- In order for SWAS staff to work as a well coordinated unit, principals need to arrange schedules so all SWAS staff have a free period at the same time. This allows them to meet regularly to coordinate classes and work as a team.
- Teachers need a list of counseling and psychological resources that can be tapped when needed, e.g. from UMKC or psychological services in the area. Students sometimes have problems that get in the way of learning. Teachers don't have time for counseling and the students' problems interfere with the classroom learning. The psychological services are not needed all the time, but there should be a list of services so teachers could go to them when they needed help.
- Student team learning in terms of the Johns Hopkins' model takes too much time. There is too much nonlearning time in getting students organized into groups. Students do work well in groups, but the student team learning model needs to be modified so there is less shifting around in the classroom. Teachers would like more inservice training on student team learning. Now that they have had some experience in working with student team learning they could use some inservice training on how to do it better and how to modify student team learning for their classrooms.
- SWAS students should all be in SWAS classrooms at the same time. This time should be in the morning when students are fresher. SWAS students tend to be hyperactive and it is important to work with them when they are fresher and calmer.

Comments from Teachers

Summary from Teachers Interviews—Continued

- Teachers had some concerns about filling in the SWAS Techniquing Progress Report. They felt they couldn't fill in the form until they know what direction the program would take next year. Was SWAS going to change? If so, what would it mean in terms of extra responsibilities? They are working as hard as they can right now and can't take on any extra responsibilities.
- Teachers have been exposed to many teaching techniques. They feel they are getting a sampling of many teaching techniques, but they do not have enough time to go into any one in depth.
- There is a problem with work time. They are overwhelmed with work. SWAS is tiring and takes a lot of time.
- Teachers don't have appropriate materials for subjects. There are few materials for students who are two or three grade levels below average in reading.

APPENDIX C

ANALYSIS OF COVARIANCE SUMMARIES

CORRELATED T-TEST SUMMARIES

TABLE 9

Analysis of Covariance for TAP scores
(SWAS Students versus Comparison Students)

<u>TAP Test</u>		Mean	F	
Source of Variation	df	Square	Value	Probability
<u>Reading Comprehension</u>				
Program	1	3.90	2.08	0.15
Covariates	2	179.00	95.27	0.00 *
Error	425	1.88		
<u>Mathematics</u>				
Program	1	10.12	9.46	0.00 *
Covariates	2	216.81	202.66	0.00 *
Error	413	1.07		

* Significant at the .05 level.

TABLE 10

Analysis of Covariance for TAP Gain Scores
(SWAS Students versus Comparison Students)

<u>TAP Test</u>		Mean	F	
Source of Variation	df	Square	Value	Probability
<u>Reading Comprehension</u>				
Program	1	0.02	0.01	0.92
Covariate	1	101.38	46.09	0.00 *
Error	426	2.20		
<u>Mathematics</u>				
Program	1	8.85	6.65	0.01 *
Covariate	1	26.52	19.95	0.00 *
Error	414	1.33		

* Significant at the .05 level.

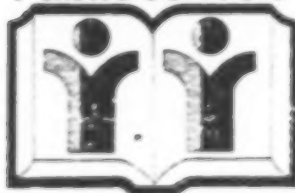
TABLE 11

Correlated t-Tests for Pretest and Posttest Scores on the
Piers-Harris Self Concept Scale for SWAS Students

Self Concept Topics	Pretest Scores	Posttest Scores	t Value	Probability
General (Total)	57.3	58.2	1.37	0.17
Behavior	14.2	14.3	0.37	0.71
Intellectual & School Status	12.6	13.2	3.19	0.00 *
Physical Appearance & Attributes	8.3	8.6	1.95	0.05 *
Anxiety	7.8	8.3	3.02	0.00 *
Popularity	8.5	8.7	1.20	0.23
Happiness & Satisfaction	7.3	7.2	-0.67	0.51

* Significant at the .05 level.

**Kansas City
Public Schools**



School District of Kansas City, Missouri